Request Form for General Education Certification:

**Humanities Requirement:** (Except FYSM, please include a syllabus)

Faculty Member(s): **Jon Hale**  
Course Number: **EDFS 201**  
Course Name: **Foundations of Education**  
Department of faculty member(s): **Teacher Education**  
Course Description:  

**EDFS 201:** The Foundations of Education provides a rigorous historical examination of cultural expressions that are ubiquitously manifest in the American public school system. This course employs the public school system in the United States as a lens through which to assess and critique the tensions between our ideals of democracy and our lived reality. This course examines the history of education from the eighteenth through the twenty-first centuries. This history examines the social, political, and economic goals of schooling, all of which includes an examination of how children were socialized as good citizens, productive employees, and advocates of American culture, politics, and business throughout the history of schools in the United States. This course also analyzes the intellectual trajectory of education through the philosophies of education espoused by noted theorists John Locke, Jacques Roseau, Pestalozzi, Montessori, W.E.B. DuBois, John Dewey, Myles Horton, Paulo Freire, Howard Gardner and other influential schools of thought that shaped how we define childhood and how to best educate youth. Fundamental to this analysis is a framework of diversity and how communities of color experienced these ideals and the tensions associated with them. Finally, as this course concludes with an examination of the contemporary status of American education, concluding course topics interrogate the ethical dilemmas associated with American education. This examination includes issues such as the appropriate role of educators in a growing multiracial democracy, appreciating diversity in an era of re-segregation, the status of equal opportunity in education for all students, the role of school choice and charter schools in educational reform, and the shift toward the privatization of American public schools.

I. **Explain how the proposed course satisfies the following Approval Criteria for Humanities:**  
   1. The primary purpose of the course is the examination of particular expressions of human culture in their social, historical, intellectual, aesthetic, or ethical dimensions.

American schools espouse fundamental expressions of our culture in various social, historical, intellectual, and ethical dimensions. Historically, our current system is grounded in the writings of the “Founding Fathers” at the dawn of the United States. Over the course
of two centuries, Americans have established 98,000 public schools to educate nearly 50 million students and employ over 4 million teachers. On any given school day, one in four people step foot on a K-12 public or private school, thereby making the system of private and public education one of the largest institutions in the United States. The American schoolhouse is closely intertwined with our history and continues to occupy important discussion about the future of our country. The public school system in the United States is an insightful lens through which to assess and critique the tensions between our ideals of democracy and diversity appreciation, and our lived reality of re-segregation and institutional discrimination.

This course, EDFS 201: The Foundations of Education, provides a rigorous historical examination of cultural expressions that are ubiquitously manifest in the American public school system. By analyzing the historical development of our school system since the eighteenth century, students can identify how children are socialized as good citizens, productive employees, and advocates of American culture, politics, and business. Examining the origins of schools since the founding of our country also introduces students to the intellectual trajectory of education through the philosophies of education espoused by John Locke, Jacques Roseau, Pestalozzi, Montessori, W.E.B. DuBois, John Dewey, Myles Horton, Paulo Freire, Howard Gardner and other influential schools of thought that shaped how we define childhood and how to best educate youth. Finally, as this course concludes with an examination of the contemporary status of American education after a thorough investigation of the history of public schools, students interrogate the ethical dilemmas associated with American education. Students examine such issues as the appropriate role of educators in a growing multiracial democracy and diverse society, the status of equal opportunity in education for all students, the role of school choice and charter schools in educational reform, and the shift toward the privatization of American public schools.

2. The course must analyze how ideas are represented, interpreted, or valued in these cultural expressions.

EDFS 201: The Foundations of Education directly analyzes how ideas are represented, interpreted, and valued through cultural expressions found in our schools. As public schools developed in earnest in the nineteenth century, American schools absorbed the social, political and economic needs of a growing multiracial and pluralistic democracy. American schools gain importance as we analyze these spaces as a microcosm of the larger society, which reflect national tensions, objectives and ambitions. Through studying the history and foundations of American education students will examine how ideas fundamental to our society are manifest in schools. Notions of how a democracy should function and what roles students (future adult citizens) should play in this democracy are debated within the schools. Politicians and educators discuss notions of a “melting pot” and movements toward Americanization, manifest in the English-only debates, are discussed in schools across the country. Ideas of equal opportunity and access, apparent in the legal struggles to implement the Brown v. Board of Education (1954) decision, and the unequal educational funding formulas based on property taxes are examined as well. These ideas (democracy, citizenship, diversity, equal opportunity) that are central to our collective national identity are also crucial to the history of American education. Therefore,
by studying the development of our current school system, students will also engage the fundamental questions, tensions, and discourse that have shaped our country. These ideas are crucial to understand. As young adults preparing to enter the workforce, students at the College of Charleston will interact with the system of education as parents or taxpayers, if not as a teacher, administrator, or other school employees.

3. The course must examine relevant primary source materials as understood by the appropriate discipline(s).

As this course is firmly grounded in American history, primary sources are crucial to the content and assessment of this course. The content, but more importantly the signature assessments of this course utilize very important local primary sources. In the Primary Source Analysis assignment (see attached) students reconstruct the history of education during the Civil Rights Movement in Charleston and the Lowcountry. The signature assignment for this course utilizes archival sources at the Avery Research Center, which are drawn from the manuscript collections of Septima Clark, Bernice Robinson, and Esau Jenkins. These individuals were local educators and civil rights activists that worked to equalize educational funding between black and white schools, established Citizenship Schools to teach adult literacy in order to pass voter registration tests, and, ultimately, to desegregate public schools.

4. The course must require students to interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

Students must interpret how the ideas of equal opportunity and access were manifest in the legal, political and social struggle to desegregate public schools. Students are asked in the Primary Source Analysis assignment to examine the archival manuscript collections at the Avery Research Center to reconstruct a brief history of how education was used in Charleston and the Lowcountry during the Civil Rights Movement to achieve equality through school access and educational opportunity. Students will examine the records of aforementioned activists work with NAACP, the Citizenship Schools, and school desegregation lawsuits (most notably the Briggs v. Elliot (1952). They will also examine how school districts across South Carolina, with the support of the state legislature, resisted and evaded desegregating schools through a school equalization campaign that increased funding for segregated schools.

II. Please provide an example of a signature assignment that the proposed course would use to enable assessment of the humanities learning outcome, using the evidence and grading rubric for the respective outcome

**Outcome 1:** Students analyze how ideas are represented, interpreted or valued in various expressions of human culture. *(List Outcome 1 on Syllabus)* [ATTACHED]

**Evidence:** Paper or equivalent assignment in which students analyze an idea or ideas related to the course content employing the concepts, methods or practices appropriate to the discipline.
**Standard** At least 80% of students score 3 or 4 on rubric.

**Rubric for SLO 1**

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<tr>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds Expectations 4</th>
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<td>Paper (or equivalent) disregards or fails to coherently engage the idea or ideas. It may lack any appropriate pattern of structure or development. Paper (or equivalent) fails to employ concepts, methods or practices appropriate to the discipline. Paper (or equivalent) shows severe deficiencies in reading and writing college-level English or the Target Language of the course.</td>
<td>Paper (or equivalent) is unsatisfactory in multiple ways. It displays serious weaknesses in composition and analysis of the idea or ideas, and does not adequately employ concepts, methods and practices appropriate to the discipline.</td>
<td>Paper (or equivalent) is competent, though sometimes marginally so. It displays adequate analysis of the idea or ideas and satisfactory employment of concepts, methods or practices appropriate to the discipline. Paper (or equivalent) demonstrates proficiency in the conventions of written English or the Target Language of the course.</td>
<td>Paper (or equivalent) displays cogent analysis of the idea or ideas and informed employment of concepts, methods or practices appropriate to the discipline. Paper (or equivalent) demonstrates excellent composition skills in English or the Target Language of the course.</td>
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**Outcome 2:** Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis). **ATTACHED**

**Evidence:** Paper or equivalent assignment involving description, contextualization and interpretation of primary source.

**Standard:** 80% of students receive a score of 3 or 4 on each dimension.

**Rubric for SLO 2**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds expectations 4</th>
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<tr>
<td><strong>Description:</strong> identify and/ or describe the primary source</td>
<td>Incorrect identification, description is inaccurate, inappropriate</td>
<td>Identification/ description is insufficient, ambiguous, lacks detail</td>
<td>Identification/ description is accurate, adequately detailed despite omissions</td>
<td>Identification/ description is stated clearly and comprehensively and includes relevant information</td>
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<td><strong>Context:</strong> situate the primary source in terms of time, place, genre, and/or discipline</td>
<td>Little or no description of context, or irrelevant contextualization</td>
<td>Some description of context, but not adequate</td>
<td>Primary source is reasonably contextualized; contextualization is in terms of more than one context</td>
<td>More nuance and sophistication in terms of situating the primary source; student contextualizes primary source in terms of multiple contexts</td>
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<td><strong>Interpretation:</strong></td>
<td>Paper does not move beyond description, or offers inaccurate or irrelevant interpretation not connected to description</td>
<td>Paper marginally moves beyond description; student offers inadequate or irrelevant evaluation; not reasonable connection to description and context.</td>
<td>Interpretation is reasonably connected to the description and contextualization; student offers evaluation that is less than comprehensive.</td>
<td>Interpretation arises from description and contextualization; student offers evaluation supported by the contextualization and description; student's insight takes into account the complexities of the primary source.</td>
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Philosophy of Education Assignment (for OUTCOME 1)

As part of our study of the foundations of American education, we have examined the history of education as a lens through which to assess and critique the tensions between our ideals of democracy and our lived reality. Today, there are over 98,000 public schools to educate nearly 50 million students and employ over 4 million teachers. On any given school day, one in four people step foot on a K-12 public or private school, thereby making the system of private and public education one of the largest institutions in the United States. As young adults preparing to enter the workforce, you will interact with this system of education as parents or taxpayers, if not as a teacher, administrator, or other school employee. In order to ethically work in schools and responsibly understand the role of education in contemporary American society, this assignment guides you to thoroughly articulate a philosophy of education. Writing a philosophy of education paper affords you an opportunity to analyze some of the ideas fundamental to American society as they are represented, interpreted or valued in schools, such as utilizing diversity as a cultural resource, the equality of opportunity for all students, goals of a general curriculum, and parameters for the appropriate distribution of educational funding and resources.

To compose a philosophy of education statement, address the following questions: (1) in regards to diversity, equality of opportunity, goals of a general curriculum, and/or the distribution of educational funding and resources, what are your goals as a teacher or administrator working in the schools or as a taxpayer, parent, or citizen that benefits from public schools; (2) what philosophers, philosophies, or schools of thought influence your philosophy of education (e.g., John Locke, Jacques Roseau, Pestalozzi, Montessori, W.E.B. DuBois, John Dewey, Myles Horton, Paulo Freire, Howard Gardner); and (3) what specific methods or means can you utilize to achieve those goals in the classroom, school and/or larger community? Papers must be between 4 and 5 pages and fully engage each of the questions. Reference course readings and primary sources as they pertain to your philosophy of education in a reference section. This assignment is designed to display cogent analysis of the idea or ideas and informed employment of concepts, methods or practices appropriate to the disciplines of History and Education. Students must demonstrate satisfactory composition skills in English (see assignment rubric).
Primary Source Analysis Paper (for OUTCOME 2)

The purpose of this assignment is to construct a narrative argument based on primary sources, supplemented with secondary source material. Students will examine the primary documents set aside at the Avery Research Center (125 Bull Street) to address the following questions: How was education used in Charleston and the Lowcountry to advance the goals of the Civil Rights Movement? What role did the Progressive Club, the Citizenship Schools, and the Highlander Research Center play in the Civil Rights Movement? How did educators like Septima Clark, Esau Jenkins, and Bernice Robinson advance the Civil Rights Movement in Charleston and the Lowcountry through the use of education? What was the diversity of thought in how to achieve full equality through education? Papers must be between 5 and 7 pages and based on these primary documents and other secondary sources students find to support their essays. The primary sources that have been pulled and suggested secondary sources can be found below. A sign-in sheet is available at the Avery Research Center archives and students are expected to sign in. Instructors will check the sign in sheet at the end of the semester. Students description of education during the Civil Rights Movement must be accurate and adequately detailed, the primary sources are reasonably contextualized; and in more than one context; and the interpretation must reasonably connect to the description and contextualization (SLO 2) (see rubric) (100 pts)

Septima P. Clark Collection
Box 1, Folder 8, “Transcript of Interview with Clark by Jacquelyn Hall for Southern Oral History Program. Charleston, South Carolina, July 25 1976”

Box 1, Folder 5, “Reflections of Two Black Southern Women: Septima Clark and Ann Moody by Kathleen Taylor. Mimeographs of Typescripts”

Box 7, Folder 10, “Transcript of Interview with Clark by Eliot Wigginton”

Esau Jenkins Collection
Box 1 Folder 13, “Progressive Club, 1965-1973”

Box 1 Folder 22, “Highlander Research and Education Center, 1963-1990”

Bernice Robinson Collection
Box 3, Folder 16, “Affiliations: Citizenship School: South Carolina”

Box 3, Folder 17, “Affiliations: Citizenship School: South Carolina”

Box 3, Folder 18, “Affiliations: Citizenship School: South Carolina”

Box 3, Folder 19, “Photographs”

Box 3, Folder 20, “Photographs”

Suggested Secondary Sources


College of Charleston
EDFS 201 (3): Foundations of Education
Spring 2013

Instructor Information:

Jon N. Hale, Ph.D.
School of Education Building, Room 235
86 Wentworth St
halejn@cofc.edu
(843) 953–6354 (office)

Course Description:

EDFS 201: The Foundations of Education provides a rigorous historical examination of cultural expressions that are ubiquitously manifest in the American public school system. This course examines emphasis on the history of education from the eighteenth through the twenty-first centuries. This history examines the social, political, and economic goals of schooling, all of which includes an examination of how children were socialized as good citizens, productive employees, and advocates of American culture, politics, and business throughout the history of schools in the United States. This course also analyzes the intellectual trajectory of education through the philosophies of education espoused by noted theorists John Locke, Jacques Roseau, Pestalozzi, Montessori, W.E.B. DuBois, John Dewey, Myles Horton, Paulo Freire, Howard Gardner and other influential schools of thought that shaped how we define childhood and how to best educate youth. Fundamental to this analysis is a framework of diversity and how communities of color experienced these ideals and the tensions associated with them. Finally, as this course concludes with an examination of the contemporary status of American education, concluding course topics interrogate the ethical dilemmas associated with American education. This examination includes issues such as the appropriate role of educators in a growing multiracial democracy, appreciating diversity in an era of re-segregation, the status of equal opportunity in education for all students, the role of school choice and charter schools in educational reform, and the shift toward the privatization of American public schools.

Required Texts:


Supplemental course readings will be posted on OAKS

Course Outcomes:
1) **Students will analyze how ideas such as diversity and equality of opportunity are represented, interpreted or valued in various expressions of human culture through the schools in on-line discussion prompts and a philosophy of education paper.**

2) **Students will examine relevant primary source materials (archival documents) as understood by the discipline of history in a primary source analysis paper.**

3) **Students will examine the historical origins of American education in the eighteenth century and delineate the major historical trends and tensions through No Child Left Behind (2001) through on-line discussion prompts and a midterm and final exam.**

4) **Students will discuss and demonstrate an understanding of major, overarching educational philosophies in on-line discussion prompts and a philosophy of education paper.**

5) **Students will identify significant federal policy including the National Defense Education Act (1958), the Elementary and Secondary Education Act (1965), the No Child Left Behind Act (2001), Race to the Top (2010) and the Dream Act in on-line discussion prompts and the final exam.**

6) **Students will conduct primary source analysis through archival research, demonstrate an ability to interpret primary sources, and to construct an historical argument in a primary source analysis paper.**

7) **Students will evaluate the organization, arguments, and methods of a peer-reviewed monograph in the field of educational history in an academic book review.**

8) **Students will professionally present and demonstrate effective communication skills in a student-led presentation on an assigned topic.**

**Course Assignments:**

All writing assignments must be submitted in the OAKS dropbox for this course.

**Assignment 1: Topics Presentation: Current Issues in Education**

Good teachers and good citizens stay current about issues in education. Each of you will be responsible for presenting on a topic or event in education. A list of potential topics related to educational issues will be distributed in class or you may choose a topic of interest to you with instructor approval.  **(50 pts) Sign ups will occur on January 15. Presentations will begin on Tuesday January 15.**

Assessment criteria:

- You were able to engage the class in a productive discussion/presentation lasting 5 minutes.
- You had a thorough understanding of the topic/event discussed.
- You engaged all students at multiple levels of learning and learning styles.
- Information provided during the presentation is thorough, well researched, and referenced appropriately.
- Technology is incorporated throughout the presentation.
Submit a one-two page summary of your presentation in OAKS (main themes, findings, reflection, and bibliography).

Assignment 2: Academic Book Review
This assignment will be a response to the additional reading book for the course. This review should include a thorough summary of the main points of the book, your evaluation of the book, and discussion of how this book makes a contribution to the field of education. (100 pts) Due February 26.

Please choose one of the following books for outside reading:


Other books referenced in class or approved by the instructor

Assignment 4: Midterm Exam
A blue book exam will be given on the topics discussed in the first half of the course. Midterm Exam is on February 28 (50 pts).

Assignment 5: Primary Source Analysis Paper (SLO 2)
Students will examine the primary documents set aside at the Avery Research Center (125 Bull Street) to address the following questions: How was education used in Charleston and the Lowcountry to advance the goals of the Civil Rights Movement? What role did the Progressive Club,
the Citizenship Schools, and the Highlander Research Center play in the Civil Rights Movement? How did educators like Septima Clark, Esau Jenkins, and Bernice Robinson advance the Civil Rights Movement in Charleston and the Lowcountry? Papers must be between 5 and 7 pages and based on these primary documents and other secondary sources students find to support their essays. Students description of education during the Civil Rights Movement must be accurate and adequately detailed, the primary sources are reasonably contextualized; and in more than one context; and the interpretation must reasonably connect to the description and contextualization (SLO 2) (100 pts) February 28.

Assignment 6: Philosophy of Education (SLO 1)
As part of our study of the philosophy of American education, each student will prepare a personal philosophy of education. Your philosophy of education will continue to evolve throughout your career. This assignment affords you an opportunity to wrestle with some of the difficult questions such as the status of equality in a democratic society and the role of education within this society, which translate into your teaching behavior in the classroom. You will assess your beliefs about knowledge, learning, students, and teaching. In this assignment students must display cogent analysis of the idea or ideas and informed employment of concepts, methods or practices appropriate to the disciplines of History and Education. Students must demonstrate satisfactory composition skills in English (SLO 1) Due April 23 (100 pts)

*Be sure to keep this assignment. It will be used in your next semester’s work and will serve as important part of your professional portfolio and job applications.

Assignment 7: OAKS Discussion Prompts
Students will respond to eight different discussion prompts throughout the semester. Each response should consist of a one to two page response to a question posed on OAKS. Responses must be completed prior to class on Monday. (10 pts each)

Assignment 8: Final Exam
The final exam provides an opportunity for you to demonstrate your understanding of key concepts and ideas explored in the class. The exam will draw from class discussions and readings. Date to be announced (50 pts)

Attendance and participation is worth up to 50 points in your final grade. Students missing fewer than four classes, who participate actively in class discussions, will earn the points assigned by the instructor in this category.

Evaluation Criteria:

On March 31, 2006 the faculty of The School of Education adopted a grading scale for all courses in EDEE, EDFS and PEHD. That scale is attached to the syllabus for this course. In addition, other policies and procedures were adopted at this meeting. Again, please review the attached document for details.

Attendance and Participation:

Attendance will be taken. Policies and procedures for EDFS 201 correspond to the policies and procedures statement developed and approved by the faculty of the School of Education. Students who miss more than three classes will be dropped from this course regardless of the time of the
semester. Absences beyond the three will only be excused with a medical note, a formal discussion with the instructor, and documenting the absence with an Absence Memo through Student Affairs. Moreover, students with more than three absences will not be awarded points for attendance and participation. In the event that a student misses a class with a legitimate, documentable reason, that student may bring documentation to Office of the Associate Dean of Students at 67 George Street where the student may fill out a brief form with a schedule of missed class(es), dates missed and the names of the appropriate professors and advisor. No texting or use of social media in class.

Honor System:

All students are expected to comply with the honor code of the College of Charleston. Violations of the honor code, in particular plagiarism (including the first offense) will result in a grade of XF for the course.

Americans with Disabilities Act (ADA):

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of any accommodations needed for the course. We are here to work with you and invite you to inform us of any accommodations you need. You can also contact the Office of Disability Services at 843.953.1431

Course Reading and Assignment Schedule

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<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
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<tr>
<td>Week 1: Goals of American Education</td>
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<tr>
<td>January 10</td>
<td>Introductions</td>
<td>Syllabus (In Class handout) *OAKS</td>
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<td>Syllabus Review</td>
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<td>Research Topic Selection</td>
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<td>Week 2: Nation Building and Political-Economic Goals of American Education</td>
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<td>January 15</td>
<td>Pedagogy</td>
<td>Rousseau, <em>Emile</em>, 1-34. *OAKS</td>
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<td>Early American Social, Political and Economic Context of Education</td>
<td>Jefferson, &quot;Notes on the state of Virginia,&quot; 92-97.*OAKS</td>
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<td>Plato and <em>The Republic</em></td>
<td>Labaree, &quot;Public Schools for Private Advantage,&quot; 15-52.*OAKS</td>
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<td></td>
<td>Rousseau and Locke</td>
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<td>The Enlightenment</td>
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<td>American Revolution</td>
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<td>Republicanism and Education</td>
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<td>Education for Servitude</td>
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<td></td>
<td>Nation-Building and the &quot;Other&quot;</td>
<td>Span, <em>From Cotton Field to Schoolhouse</em>, pp. 84-114 *OAKS</td>
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### Week 3: Segregation and Access to Public Education

**January 22**
- *Roberts v. Boston* (1848)
- Black Education in the South
- *Tape v. Hurley* (1885)
- *Plessy v. Ferguson* (1896)
- Jim Crow
- *de facto* and *de jure* segregation
- Immigration and the Asian American Experience

**January 24**
- Social and Political Construction of Race
- Equality and Education

**Week 4: Americanization and Social and Economic Reproduction**

**January 29**
- Manifest Destiny
- Boarding Schools
- Subtractive Curriculum
- Immigration

**January 31**
- Teacher Education Professional Development
- Required Attendance at a professional conference presentation (details to be announced)

### Week 5: Brown and Equality of Educational Opportunity?

**February 5**
- *Briggs v. Elliot* (1952)

**February 7**
- "Brown II" Decision
- White Flight
- Massive Resistance
- Busing
- Re-segregation
- Moynihan Report

### Week 6: Educational Reform and the Civil Rights Movement

**February 12**
- Progressive Education
- Schools and social change
- Highlander Folk School
- Citizenship Schools
- Septima Clark and Esau Jenkins

**February 14**
- Freedom Schools

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*OAKS discussion prompt #1

*OAKS discussion prompt #2

*OAKS discussion prompt #3

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OAKS discussion prompt #1


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Luther Standing Bear, in *Major Problems in American Indian History*, 375-377. *OAKS

Guadalupe, Jr; *Brown, Not White: School Integration and the Chicano Movement in History*, 19-34. *OAKS

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*OAKS discussion prompts #2

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Required Attendance at a professional conference presentation (details to be announced)

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Irons, *Jim Crow’s Children*, 315-347 *OAKS*

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*OAKS discussion prompt #3

Cobb, "Freedom School Prospectus," pp. 1-4
| February 14 | Freedom Schools  
|            | Student and Teacher Activists | Cobb, “Freedom School Prospectus,” pp. 1-4 *OAKS  
|            |                               | Hale, "Students as a Force for Social Change," OAKS |

### Week 7: Federal Involvement in Education 1957–1980

| February 19 | NDEA (1958)  
|             | ESEA (1965)  
|             | Head Start  
|             | Busing  
|             | PL 94-142  
|             | Title IX  
|             | Department of Education | Urban, *American Education: A History*  
|             |                             | “Sputnik and the National Defense Education Act,” pp. 293-298 *OAKS*  
|             |                             | ESEA Executive Summary *OAKS*  
|             |                             | Vinovskis, “Implementing, Evaluating, and Improving Head Start Programs,” in *The Birth of Head Start*, pp. 87-118 *OAKS*  
|             |                             | **OAKS discussion prompt #4** |

| February 21 | Desegregation in Charleston  
|             | Affirmative Action | Required Attendance at a professional conference presentation (details to be announced) |

### Week 8: Standards and No Child Left Behind 1980-2010

| February 26 | A Nation at Risk (1983)  
|             | Standards Based Reform Movement  
|             | No Child Left Behind (2001)  
|             | Race to the Top  
|             |                             | Darling-Hammond, “Evaluating No Child Left Behind” *OAKS*  
|             |                             | NCLB, executive summary *OAKS*  
|             |                             | **Academic Book Review Due** |

| February 28 | ID terms and short essay questions based on course readings, lectures and discussions | **Midterm** |

### Week 9: SPRING BREAK

### Week 10: School Governance and Educational Funding

| March 12 | Educational Decision Making  
|         | 10th Amendment  

|         | Local v. Federal Control | Darling-Hammond, *The Flat World and Education*, 99-130 *OAKS* |

### Week 11: School Choice and Charter Schools

| March 19 | School Choice  
|         | Homeschooling  
|         | Competition and Education  
|         | Charter Schools / Magnet Schools | Spring, *American Education*,  
|         |                             | Lubinski, C. *Charter School Innovation in Theory and Practice,* pp. 72-92 *OAKS  
|         |                             | **OAKS discussion prompt #5** |
| March 21 | - Equality v. Equity  

**Week 12: Historical Implications of Segregation: Tracking and the Achievement Gap**

| March 26 | - Tracking – “sorting machine model”  
- Bilingual Education  
- Gonzalez, *Chicano Education in the Era of Segregation*; 30-45 *OAKS*  
- OAKS discussion prompt #6 |

| March 28 | - The Achievement Gap  
- Intelligence Testing  
- Cultural Deficit Theory  
- Cultural Difference Theory | - LaPrade, “Removing Instructional Barriers”; 740-752. *OAKS* |

**Week 13: Multicultural Education and Critical Pedagogy**

| April 2 | - Goals of Multicultural Education  
- Culturally Relevant Teaching  
- Whiteness  
- Structural Critique of Education  
- Banking Education  
- Emancipatory Education | - Banks, *An Introduction to Multicultural Education*; 1-29 *OAKS*  
- Tatum, “Defining Racism,” and “The Early Years,” in *Why Are All the Black Kids Sitting Together?*, pp. 3-17; 31-51 *OAKS*  
- Freire, *Pedagogy of the Oppressed*, pp. 43-86 *OAKS*  
- OAKS discussion prompt #7 |

| April 4 | - The Algebra Project  
- Education and Civil Rights in the twenty-first century  
- *Call me MISTER* | - Bob Moses and Charles Cobb, Jr., *Radical Equations*, 3-22 *OAKS* |

**Week 14: Student-Centered Education and Effective Teaching Strategies**

| April 9 | - Student – Centered Education  
- Collaborative Learning  
- Problem-Based Learning  
- Experiential Education  
- Gardner, *Frames of Mind*; 1-27*OAKS*  
- OAKS discussion prompt #8 |

| April 11 | - Culturally Relevant Teaching  
- Community and Service Learning | - Ladson-Billings, Gloria. “But That’s Just Good Teaching!” pp. 159-165 *OAKS*  
- General Philosophies of Education” – Class Handout (In class) |

**Week 15: Education and the Law**

| April 16 | - Educational Law  
- Education and Ethics  
- Legal Rights and Responsibilities  
- EEDA  
- Primary Source Analysis Paper Due |

**April 17**

- Social, Political, Economic Context of Education
- Legal Rights and Responsibilities

**Week 16: The Role of the Teacher in American Education**

**April 23**

- Normal Schools
- Curriculum
- Participatory Democracy
- Teacher Unions
- International Rankings
- International Content Standards
- Globalization and

- Teaching Philosophies Due

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**Bibliography**


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"Does the Negro Need Separate Schools?" *The Journal of Negro Education* vol. 4, no. 3 (July 1935), pp. 328-335.


Madaus, George and Marguerite Clarke: The Adverse Impact of High-Stakes Testing on Minority Students: Evidence from One Hundred Years of Test Data.” In Raising Standards or Raising Barriers? Inequality and High-Stakes Testing in Public Education, edited by Gary Orfield and Mindy L. Kornhaber (New York: The Centru Foundation Press, 2001); 85-106.


